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ABSTRACT

This thematic curriculum unit on the adolescent novel, "The Outsiders" (S.E. Hinton) discusses issues that are relevant to students' lives and important to their future decisions. In the unit, students will discuss issues relevant to the novel and will use the novel as a bridge to analyze their own lives. The unit, with an overall theme of "discrimination," states that the main issues of concern will include: (1) Stereotypes (identification of stereotypes; discussion of stereotypes); (2) Identity (self-discovery; who you are--character traits, personal tastes, etc.); (3) Choices (consequences/rewards of choices; every choice has an effect); (4) Group Membership (characteristics of groups/cliques/gangs; why groups are formed; discussion of why groups are good); and (5) Environment (identification of different home environments; how home environments lead to different perceptions on life). For each lesson topic, the unit gives student objectives; lists materials needed; outlines a motivation activity; provides detailed classroom procedures; suggests closure activities; addresses evaluation methods; and presents self-evaluation questions. The unit discusses integration with other discipline content (social studies, science, and math) and modifications depending on student disability. (Contains 12 references.) (NKA)

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The Outsiders

Thematic Unit

Chad Zimmerman
Methods
April 22, 2002

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Overall Purpose of Unit

The Outsiders thematic unit will discuss issues that are relevant to student's lives and important to their future decisions. Students will discuss issues that are relevant to the novel they are reading in class and will use the novel as a bridge to analyze their own lives. Main issues of concern will include…

A. Stereotypes
   1. Identification of stereotypes
   2. Discussion of stereotypes
B. Identity
   1. Self-discovery
   2. Who you are. (Character traits, personal tastes, etc)
C. Choices
   1. Consequences/rewards of choices
   2. Every choice has an effect
D. Group Membership
   1. Characteristics of groups/cliques/gangs
   2. Why groups are formed
   3. Discussion of are groups good?
E. Environment
   1. Identification of different home environments
   2. How home environments lead to different perceptions on life.

The Outsiders Thematic Unit

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Unit: Discrimination

Lesson Topic: Cliques/Stereotypes

Student Objectives:
The Students will be able to…

A. Predict what the novel may be about from working at pre-reading stations.
B. Discuss and answer questions that are relevant to their own lives and the novel they will be reading.
C. Use group work to discuss and comprehend issues that connect to their lives.

Materials:
Student journals, pre-reading station papers, chalkboard, music recordings and pictures of The Beatles, Elvis Presley, Social Distortion, and Dave Mathew's Band.

Motivation Activity: (10-15 minutes)
1. Students divide into groups of three or four to go around the room and work at The Outsiders five pre-reading stations (3 minutes at each).
2. The students will be given 3 minutes to answer the questions at each station. Students are to answer the questions in 2-3 sentences.
3. Students visit the stations in their groups and discuss the questions and then write their individual answers in their journals.
4. Students rotate around the classroom until every group has visited every station.
5. After students have completed their work at stations they are to come back to their seats.

Procedures: (25-30 minutes)
1. Teacher plays music that falls into the two social clique categories that are present in the novel.
2. Teacher plays an Elvis Presley song and shows the students a picture of him. Teacher asks students to write down characteristics that come to mind in their journals (3 minutes).
3. Teacher plays a Beatle's song and shows the students a picture of them. Teacher asks students to write down characteristics that come to mind in their journals (3 minutes).
4. Teacher plays Social Distortion (a modern day band that falls into the "greaser" clique category) and shows the students a picture of the group. Teacher asks students to write down characteristics in their journals (3 minutes).
5. Teacher plays Oasis (a modern day band that falls into the "socs" clique category) and shows the students a picture of the group. Teacher asks students to write down characteristics in their journals (3 minutes).
6. Teacher asks students to volunteer characteristics they wrote down about each individual musical group (5 minutes). Teacher writes responses on the board. Teacher asks students, "which responses were stereotypes?"
7. Teacher writes stereotypes and characteristics on the board. Students decide which categories their responses go into on the board (5 minutes).

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8. Teacher asks students "why do we form stereotypes?" Students are to write down their answer in their journals individually (3-4 sentences/3 minutes).
9. Teacher asks students to volunteer what they wrote in their journals about forming stereotypes (5 minutes).

Closure: (Last few minutes of class)

1. Ask students to raise their hand and volunteer something they learned or enjoyed in class.
2. Tell students that tomorrow they will begin reading a novel.

Evaluation:

1. Student journals
2. Group and class participation
3. Attendance

Self-Evaluation:

1. Are the students interested in the classroom topics?
2. Is music a good way to introduce the novel? Do the students enjoy this approach?
3. What can I do to improve the overall lesson.

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Unit: Discrimination

Lesson Topic: Pre-reading

Student Objectives:
The Students will be able to…

A. Determine what characteristics they think are important in a friend.
B. Discuss why they feel certain individual characteristics are more important than other characteristics.
C. Predict how individual characteristics will be relevant to The Outsiders.

Materials:
The Outsiders novel, motivation activity overhead, overhead projector, "Sizing Up People" handout,

Motivation Activity: (5-10 minutes)
1. Teacher has The Outsiders laying on the student's desks as they come into class.
2. Teacher puts instructions on the overhead. The overhead instructions ask students to look at the cover of The Outsiders and predict what the novel will be about.
3. Students write their responses in their journals (3-4 sentences/4 minutes)
4. Teacher asks students to share their answers with the class (5 minutes).

Classroom Procedures: (30-35 minutes)
1. Teacher tells students a female wrote the novel during the late 1960's. Teacher asks students to volunteer further predictions about the novel (5 minutes).
2. Teacher tells students to read the back cover of the novel and volunteer if they have any new predictions (5 minutes).
3. Teacher gives the students a handout entitled "Sizing Up People." Teacher gives students 5 minutes to fill it out.
4. Teacher reads the qualities off the worksheet and asks students to raise their hands if they checked the quality (5 minutes).
5. After the list is read over I ask the students if there is any other important characteristics that were not included in the list.
6. Teacher asks students to predict how individual characteristics may be relevant to The Outsiders. Students write predictions in their journals (3-4 sentences/3 minutes).
7. Teacher begins reading the first chapter to the students.
8. Teacher reads until there is 5 minutes left in the period.

Closure: (Last few minutes)
1. Assign study guide chapter questions.
2. Assign reading to students.

Evaluation:
1. Student participation.
2. Student journals
3. Attendance

Teacher Evaluation:

1. Are the students having good discussions? Why or why not?
2. Are the directions clear and articulate?
3. What can I do to improve the lesson?

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Unit: Discrimination

Lesson Topic: Discrimination

Student Objectives:
The Students will be able to…
1. Discuss different types and effects of discrimination.
2. Form judgements of character from the film *Grease.*

Materials:
The film *Grease*, student journals, notebook paper

Motivation: (5-10 minutes)
1. Teacher writes question on the board. "What are some forms of discrimination you have encountered in or out of school? Did it effect you? How?"
2. Teacher tells students they are to answer the question in their journals (5 minutes).
3. Teacher asks students to volunteer the forms of discrimination they have encountered.
4. Teacher allows the class to discuss discrimination (5 minutes).

Classroom Procedure: (30-35 minutes)
1. Teacher tells students to take out a blank sheet of paper and tells the students to write down five characteristics and their impressions of at least three characters that they are going to watch on television.
2. Teacher tells students to decide if the characters are sneaky, trustworthy, poor, well-dressed, poorly dressed, well-educated, uneducated, well-mannered, poor-mannered, intelligent, dumb, etc…
3. Teacher begins the film *Grease.*
4. Teacher stops the film (10 minutes).
5. Teacher tells the students to form into groups of 3-4 students and compare the characteristics and impressions of the characters they wrote down on their papers.
6. Teacher asks students to compare their impressions of the characters and give possible explanations for different impressions of characters. If group members have different impressions students are to defend their judgements of the characters (10 minutes).
7. Teacher asks groups to share their impressions/characteristics of their characters with the class and explain how they came to their conclusions.
8. Groups with different impressions/characteristics defend their position to other groups (10 minutes).
9. Teacher asks the students "if they would treat characters in the film differently because of their characteristics and impressions of that person? If so, how? Why?

Closure:
1. Teacher reminds students of their reading assignment.
2. Teacher answers student questions about project/classroom due dates.

Evaluation:

1. Student journals
2. Student group work/participation
3. Attendance

Self-Evaluation:

1. Are the students learning from the group work?
2. Does the film fit this lesson well? If not what other tool could I use?
3. How can I improve this lesson?

Unit: Discrimination

Lesson Topic: Child abuse / internet activity

Student Objectives:
The Students will be able to…
1. Compose a letter that offers solutions to child abuse.
2. Use the internet to research.

Materials:
Computers (computer lab), internet worksheet handout, student notebooks

Motivation: (5 minutes)
1. Teacher hands out internet activity handout to students and instructs them to follow the instructions.
2. Teacher asks students to read over the handouts (2 minutes).
3. Teacher asks students and if they have any questions and answers them (1-2 minutes)
4. Teacher tells students to begin researching information on the internet about child abuse and take notes in their notebooks so they can include the information in their letters.
5. Students begin looking for information relative to child abuse on the internet

Classroom Procedures: (35-40 minutes)
1. Teacher monitors students and assists the students who need help.
2. Teacher keeps students on task and makes sure students are taking good notes that contain useful content.
3. Teacher asks students if they are finding good information.
4. Teacher assists those who are not finding good information.
5. Teacher lets students know when there is 10 minutes left in the period so they can finish up.

Closure: (5 minutes)
1. Teacher assigns letter writing assignment (directions on the students handout)
2. Teacher asks students if they have any questions.

Student Evaluation:
1. Students work quietly and stay on task
2. Attendance
3. Child abuse letter

Self-Evaluation:
1. Is the internet a good tool to use for this lesson? Why or why not?
2. What can I do to improve this lesson?
3. Did the students stay focused the whole period? Did I assign enough work?

Unit: Discrimination

Lesson Topic: "Getting along"

Student Objectives: The student will be able to...
1. Create ways for two differing groups to exist peacefully.
2. Work cooperatively.

Materials:
Student Journals, "Camp handout", overhead projector, overhead

Motivation: (5-10 minutes)
1. Teacher writes the question, "What do you do when you have trouble getting along with someone?"
2. Teacher tells students to give 2-3 specific examples of what they do and write the answers in their journals (5 minutes).
3. Teacher asks students to share their answers with the class (5 minutes).

Classroom Procedures: (35-40 minutes)
1. Teacher tells students to get into groups of 4-5.
2. Teacher introduces the handout he/she is handing out to the students.
3. Teacher tells students that two students of the group are pretending they are "Greasers" and two group members are pretending they are "Socs." The last group member can pick to be in either group.
4. Teacher tells students they are pretending that they were sent to a camp to work out their differences between the two groups.
5. Teacher tells the students they are to devise activities at the camp that encourage cooperation, teamwork, and decision-making.
6. Teacher allows students to work in groups.
7. Teacher monitors students and answers any student questions.

Closure: (5 minutes)
1. Teacher tells students if they did not finish their work they will be given time in class tomorrow.
2. Teacher assigns reading for the novel.
3. Teacher asks the students if they have any questions.

Student Evaluation:
1. Participation in group work and class
2. Student journals
3. Attendance
4. Group work projects

Self-Evaluation:
1. Are the directions clear and concise? Do the students understand them?
2. Do the students enjoy the group work? Are they learning?

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Unit: Discrimination

Lesson Plan: Newspaper Article

Student Objectives: The students will be able to…
1. Compose a newspaper article.
2. Make decisions concerning survival.

Materials:
Sample newspaper articles, photos, student journals, handout

Motivation: (5-10 minutes)
1. Teacher brings in photos of alleys, dark street corners, empty sidewalks, vacant apartment buildings, etc…
2. Teacher writes message on the board that tells students to look at the photos and jot down a few notes in their journals as they come into class.
3. After students have had time to write down a few notes (5 minutes), Teacher asks students "How they would feel if the photos were there home? How would they cope? How would they survive?"
4. Teacher asks students to write their response in their journals (5 minutes).

Classroom Procedures: (30-35 minutes)
1. Teacher hands out a copy of a newspaper article to the students.
2. Teacher gives a brief mini-lesson on newspaper article contents.
3. Teacher defines the headline, the lead, and the body by referring to the example handed out to the students (5-10 minutes).
4. Teacher tells students to write their own newspaper article based off of a significant event in the text such as Bob being killed, Johnny being beat up, the church burning down, etc...
5. Teacher gives students time to work on their articles (10-15 minutes).
6. Teacher tells students they will present their articles to the class by reading it in front of the class.
7. Students read their articles to the class and teacher gives them credit for their work.

Closure: (5 minutes)
1. Teacher assigns reading to the students.
2. Teacher answers student questions.
3. Teacher makes comment about student articles.

Student Evaluation:
1. Student Journals
2. Student articles
3. Attendance

Self-Evaluation:
1. Are the classroom activities relevant to real life?

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2. Do the students enjoy the classroom activities?
3. What could I do to improve today's lesson plan?

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Unit: Discrimination

Lesson Plan: Opinion

Student Objectives: The student will be able to...
1. Form a judgement on The Outsiders film.
2. Form opinions and discuss them.

Materials:
Opinion quiz handout, The Outsiders film, student notebooks and journals

Motivation: (5-10 minutes)
1. Teacher has handout laying on students' desks as they come into class and tells them to fill them out.
2. Teacher tells students their answers will not be graded so just answer the questions based on their opinions.
3. Teacher gives students time to answer the questions (3-5 minutes).
4. Teacher asks students why they responded the way they did to particular questions (5 minutes).

Classroom Procedures: (35-40 minutes)
1. Teacher asks the students to take out their journals or a sheet of notebook paper to take notes.
2. Teacher tells students they are going to watch the film version of The Outsiders the next couple of class periods.
3. Teacher tells students to take notes in their journals about things they like or dislike in the film.
4. Teacher asks the students to write at least 10 things they like and 10 things they don't like in their journals.
5. Teacher tells the students if they follow instructions they will get ten points for each day they view the film and take notes according to instructions.
6. Teacher plays film until a few minutes remain in class.

Closure: (last minutes of class)
1. Teacher answers student questions.
2. Teacher assigns reading assignment.
3. Teacher asks students if they liked the film.

Student Evaluation:
1. Journal entry.
2. Attendance.

Self-Evaluation:
1. Is the film worth using in class? Do the students enjoy it?
2. Are the students learning from the film?
3. Should the students write more about the film?

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4. How could I improve this lesson?

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Unit: Discrimination

Lesson Plan: Technology (compare and contrast)

Student Objectives: The student will be able to…
1. Research information.
2. Compose a list
3. Discuss relevant issues in class

Materials:
Overhead projector, transparencies, paper

Motivation: (5-10 minutes)
1. Teacher has an overhead with the objective, "list as many technological items as you can on a piece of notebook paper."
2. Teacher gives the students 2-3 minutes to write down technological items.
3. Teacher asks students to share their answers with the class (5 minutes).
4. Teacher asks the students "if our society needs technology?" "Does it have disadvantages?"
5. Teacher allows the students to discuss the question (5 minutes).

Classroom Procedure: (30-35 minutes)
1. Teacher asks students "if technology is vital to society? How did people prosper in their lives before technology?"
2. Teacher gives students time to discuss the question (5 minutes).
3. Teacher tells students the rest of the class is going to be held in the library.
4. Teacher divide students into 3 research groups. The 1960's, the 1970's, and current technology.
5. Teacher tells students they are to write down, as much information as they can find about the technology that was present during their time period.
6. Teacher assists the students in finding the information for their time period.
7. Teacher answers student questions.

Closure: (5 minutes)
1. Teacher tells students to bring pictures of the technology from their time period.
2. Teacher assigns reading to students.
3. Teacher answers any last student questions.

Student Evaluation:
1. Student Research
2. Class participation
3. Attendance

Self-Evaluation:
1. Do the students enjoy the classroom activities?
2. Are the activities relevant to real life?

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3. How can I improve my lessons?

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Unit: Discrimination

Lesson: Gangs

Student Objectives: The students will be able to…
1. Use research materials from the library
2. Determine which research information is important.
3. Discuss gang issues.

Materials:

Motivation: (5-10 minutes)
1. Teacher plays an excerpt from the film *Kids* in which a gang beats up a kid from a rival gang (2-3 minutes).
2. Teacher asks students to write a reaction (3-4 sentences) to what they just saw in their journals (5 minutes).
3. Teacher asks students to volunteer what they wrote in their journals with the class.
4. Teacher allows the class to discuss the film (2-3 minutes).
5. Teacher asks the students to write in their journals (3-4 sentences) how they feel about gangs (3 minutes).

Classroom Procedures: (30-35 minutes)
1. Teacher asks students "if the gangs of the 1960's are different from current gangs?"
2. Teacher allows students to respond to the question (3-4 minutes).
3. Teacher tells students they are going to go to the library to research gangs.
4. Teacher allows the librarian to show the students the best references to use in researching the two different eras of gangs.
5. Teacher asks the students to take statistics of gang violence, and the needs that drive kids to join gangs.
6. Teacher walks around the library and assists students.
7. Teacher answers any questions students have.
8. Teacher tells students to bring their research to class tomorrow.

Closure: (5 minutes)
1. Teacher assigns reading to students.
2. Teacher reminds students to bring research to class tomorrow.
3. Teacher asks the students what they learned today.

Student Evaluation:
1. Student research.
2. Participation
3. Journal entry
4. Attendance

Self-Evaluation:
1. Are the students learning how to research items correctly?

2. Do the students enjoy researching the topic?
3. How could I improve the lesson?

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Unit: Discrimination

Lesson: Gangs continued…

Student Objectives: The students will be able to…
1. Use research to answer questions.
2. Discuss answers raised by research.
3. Work in groups.

Materials:
Student research, chalkboard,

Motivation: (5-10 minutes)
1. Teacher writes "1960's gang statistics"on the right side of the board, and "current gang statistics" on the left side of the board.
2. Teacher tells students to write their research on the board as they come into class (5 minutes).
3. Teacher asks students, "what they find interesting about the statistics?"
4. Teacher asks the students, "what is the difference between current gangs and gangs of the '60's?"
5. Teacher gives students times to discuss the questions (5 minutes).

Class Procedures: (35-40 minutes)
1. Teacher asks the students, "which decade witnessed more gang violence?"
2. Teacher tells the students to form into groups of 3-4 students.
3. Teacher asks the students to answer, "Why does the decade with the most gang violence have so much?"
4. Teacher tells the students to write their answer in 3-4 sentences (5-10 minutes).
5. Teacher walks around and assists students.
6. Teacher asks the students to share their group answers with the class.
7. Student groups discuss the question in class (5-10 minutes).
8. Teacher asks the students to discuss, "what needs in an individuals life drives them to join a gang?"
9. Teacher tells the students to answer the question in their groups (5-10 minutes).
10. Teacher asks students to share their answers with the class.
11. Students discuss their group answers (5-10 minutes).
12. Teacher asks students to turn in their group work.

Closure: (5 minutes)
1. Teacher collects student group work.
2. Teacher assigns students to finish reading text.
3. Teacher asks the students what did they learn today?

Student Evaluation:
1. Group work
2. Journals

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3. Attendance

Self-Evaluation:

1. Do the students enjoy the class work?
2. How could I improve the lesson?

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Station 1

Name a few cliques in school.

Are you a member? Why or why not?

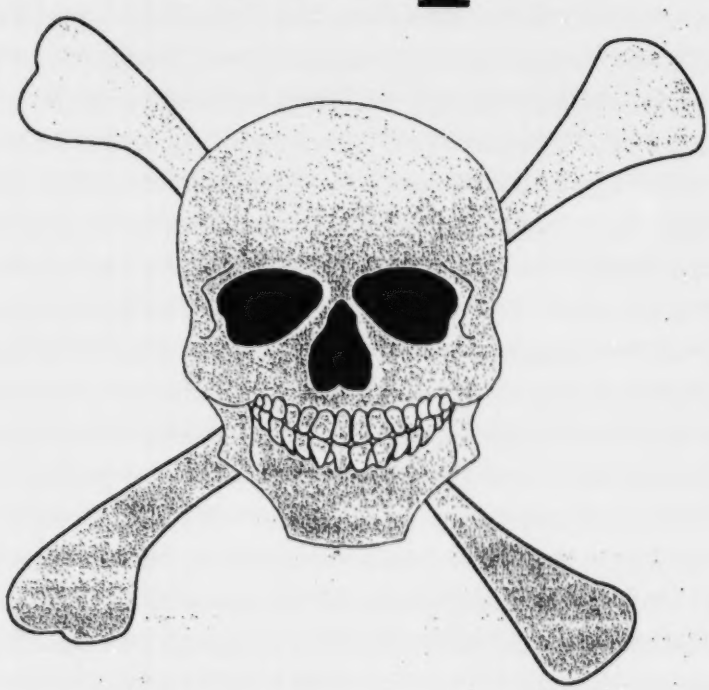
Station 2

Give characteristics of a few cliques in your school.

How would you go about joining each individual clique?

Station 3

How would you feel if you were excluded from a group you used to be accepted in?



Station 4

Do you think gangs are good or bad? Why?

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Station 5

Have you done something you normally wouldn't do because you were in a group?

Did you regret it? Why or why not.

Discrimination - Your Views...

Name_____Book_____

Answer these according to your opinions, experience, or beliefs.

1. I believe discrimination means

2. I think discrimination has affected me by

3. I think discrimination exists in our community (school or town) where

4. I try to combat this by

5. Here are some occasions from history where I believe discrimination was a factor

6. How are these discriminatory ideas dangerous to your future?

7. How would you suggest we react to discrimination when we experience it in our lives?

OPINION QUIZ

1. Only cool people smoke.
True False

2. All greasers are hoodlums.
True False

3. Socs and greasers should not associate with each other.
True False

4. Fighting is okay if you don't use weapons.
True False

5. Students that are not doing well in school should quit.
True False

6. If something makes you mad, you should run away.
True False

7. It's okay to do something bad if your friends are also doing it.
True False

8. Drinking is okay if you don't drive.
True False

9. Brothers only care about each other if they get hurt.
True False

10. You are "tuff" if you drive a Mustang.
True False

The Outsiders Character Chart

Character	First Impression	Notes/Character Actions (Page #'s)	Final Impression
Ponyboy			
Johnny			
Soda			
Darry			
Steve Randle			
Two Bit			
Dally			
Cherry Valance			
Marcia			
Randy			
Bob			

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Characteristics of Cliques

Directions:
List characteristics of the two cliques in the novel. Use information you get from the text. Be sure to list page numbers after the description you pull from the text. After you list characteristics, list reasons for differences in character. Consider home environment, home income, living environment, childhood upbringing, and other social issues.

"The Greasers"

Characteristics: (from text/page #'s)

Reasons for Character Differences: (own opinions)

"The Soc's"

Characteristics: (from text/page #'s)

Reasons for Character Differences: (own opinions)

Student Group Work Project

You are all being sent to camp to work out your differences and learn to get along. Together, the Socs and the Greasers need to plan a set of guidelines for working together, getting along, accepting others' differences, and the specific activities they will be involved in. The activities must promote teamwork and decision-making.

1. You will be assigned to a group of five students.
2. Each of you should choose a character from the novel. At least two group members must pick Greasers and two must pick Socs. The fifth group member can pick either way.

[redacted]	Cherry	[redacted]	Marcia	Bob	Buck
	Ponyboy	Soda	Two-Bit	Dally	Darry

3. Consider actions by your character, words spoken by your character, words spoken by other character's in the novel about yours, thoughts and emotions the author lets you know about your character in the novel.

Planning Camp Activities

A. What kind of water sports would work well at your camp?

B. What activities on land will you use?

C. What team-building activities does your camp need?

D. How will the layout of your camp help you resolve conflicts?

E. What will you organize for eating meals together?

F. In addition to ordinary rules that you find at camp, what are the guidelines you will give the campers to abide by to help keep the peace?

G. What will a daily schedule look like at your camp?

Discuss the pros and cons of various programs within the group.
Using the results of your discussion, plan a week long program (Five days) for the Greasers and Socs.

A daily schedule for each of the five days. (Each group member is responsible for scheduling one of the days.) The activities location what is needed who does what camp layout Mealtime organization (once each day).

Create a set of six guidelines for everyone to follow. Remember that the Greasers and Socs have been enemies for a long time. Keep in mind their different backgrounds and lifestyles. Your guidelines should be designed with the purpose of bringing the two groups together and moving them toward accepting each others' differences. Create a poster to display your guidelines

The group will present the chart and guidelines to the class. Responsibility for the presentation must be divided equally among the group members. Provide thorough explanations throughout the presentation.

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Student Internet Activity

Directions:

Visit the following agencies sites and note names, addresses, phone numbers, email addresses and purposes of these agencies that help survivors of child abuse.

Casa de los Ninos URL:
http://www.azstarnet.com/~casa/index.html

Parents Anonymous, Inc. URL:
http://www.parentsanonymous.org

National Committee to Prevent Child Abuse URL:
http://www.bitcorp.net/UCPCA

Boysville URL:
http://www.boysville.org/Locations.htm

Children's Defense Fund URL:
http://www.childrensdefense.org/moreinfo.html#reachu

International Child Abuse Network URL:
http://www.yesican.org/help.html

Child Help USA URL:
http://www.unitedwaydenver.org/

Write a letter to Johnny:

Write a letter to the character Johnny, advising him about what he should do concerning the problems he has with his family. Students will include information in their letter that they gained from their research concerning child abuse information, statistics and agency sites.

Letters will be graded by content. Make sure you give Johnny logical ideas and ways to combat his problems. I expect your letter to be 2-3 paragraphs that give Johnny at least 3 possible solutions to child abuse.

Your letters will be worth 30 points.

Grading Rubric:

Content (2-3 paragraphs/paragraphs contain 4-5 sentences)	**15 points**
Structure (Structure follows the structure of a letter)	**5 points**
Neatness (Letter is neat and easy to read/handwritten or typed)	**5 points**
Logic (Your advice to Johnny is rational and helpful)	**5 points**

PROJECT: THE OUTSIDERS

Choose one (1) of the following activities as your project to accompany your reading of the outsiders. These projects will be due by the end of the unit, so you may want to begin working on your project now. You may hand in your project early!

(1) Write a newspaper article about one of the characters from The Outsiders bases on an imaginary incident that happens involving the character then years after the novel ends.

(2) From the point of view on one of the Socs, rewrite the incident in which Johnny kills Bob.

(3) Write an obituary for Johnny and or daily. Check the local newspaper first to see what kinds of information should be included.

(4) Write a letter so S. E. Hinton telling her why you liked reading the book.

(5) Draw a recruiting poster for the greasers or the Socs. List and illustrate the qualities that the group would want in a new member. List the "benefits" of belonging to the group.

(6) Collect pictures from magazines and newspaper that depict some aspect of a greaser's or Soc's life. Make a collage of these.

(7) Draw a map of the city in which The Outsiders takes place. Label the places important to the novel's plot, such as the Curtis home, the vacant lot, the park, and the drive-in movies.

(8) Plan and write a radio interview of people who had been at the scene of the fire: Pony, Dally, Jerry Wood, and the school children. Think about what questions the interviewer might ask. What answers might the witnesses give? A suggestion: with the help of other classmates, tape-record the interview.

(9) If you have read Gone with the Wind by Margaret Mitchell, report to your classmates about the gallant behavior of the soldiers that so impressed Johnny. Select one or two short passages that illustrate this gallantry and read them aloud to the class.

Questions to Consider:
The Outsiders

Answer the following questions in complete sentences.

1. In the novel, Dally chooses to die. Why does he make that decision? What choices has he?

2. What is the theme of the novel? What values meaningful to most people come from the conflicts and its resolution?

3. Why did the author begin and end with the same sentence?

4. Who were the outsiders? To whom were they outsiders?

5. Has the novel made you think differently about anything? If so, what?

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(WORKSHEET 3)

SIGNIFICANT QUOTATIONS FROM THE OUTSIDERS

DIRECTIONS: With your partner, discuss each of the following quotations taken from the book. Why are they important? What do they tell us, the readers? Page numbers are given so feel free torefer back to your book.

1. page 19 - "But I was still lying and I knew it. I lie to myself all the time. But I never believe me."

2. page 34 - "...Man, I thought, if I had worries like that I'd consider myself lucky. I know better now."

3. page 48 - "Things gotta get better, I figured. They couldn't get worse. I was wrong."

4. page 104 - "Things were rough all over, but it was better that way. That way you could tell the other guy was human too."

5. page 155 - "Suddenly it wasn't only a personal thing to me

Literature Unit NAME:

The Outsiders: Grammatical Elements

Part I: From The Outsiders, locate and copy the following:

1. a simple sentence page number_____

2. a compound sentence page number_____

3. a complex sentence page number_____

Part II: Underline the subordinate clause in each of the following sentences:

4. When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home.

5. I remembered how awful Johnny had looked when he got beaten up.

6. Since we got there early, we had time to go over to the drugstore in the shopping center and goof around.

7. When Steve's cousin from Kansas came down, Dally was decent to her and watched his swearing.

8. I don't like to go on weekends because then there is usually a bunch of girls down there flirting with Soda.

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PREPOSITIONAL PHRASES NAME:

examples from The Outsiders

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun that is the object of the preposition.

Directions: Underline the prepositional phrase(s) in each sentence.

1. Soda was fiddling with some dead grass.

2. The rest of his bunch were the same way.

3. Dally had seen people killed on the streets of New York's West Side.

4. Dally wiped the Coke off his face with his sleeve and smiled dangerously.

5. We crouched in the weeds beside the railroad tracks, listening to the whistle grow louder.

6. I was still groggy with sleep and wanted to sleep forever right there in the dew and the dawn.

7. I was hardly awake when Johnny and I leaped off the train into a meadow.

8. That whole page was covered with stories about us - the fight, the murder, the church burning, the Socs being drunk, everything.

9. It was lightening the sky in the east and a ray of gold touched the hills.

10. I could picture hundreds and hundreds of boys living on the wrong sides of cities, boys with black eyes who jumped at their own shadows.

Find a sentence from The Outsiders that contains a prepositional phrase:

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REACTION LOG

The Outsiders

Chapter 1:

Ponyboy, Darry, and Sodapop are three brothers who live Together since their parents were killed in the automobile Accident. How they get along?

What do you think would happen to you if you (and your Simbligs) werw opened ? would be hable to care for yourselves.

Chapter 2 :

Ponyboy and Johnny meet up with two Soc. Girls Cherry and Marcia. Cherry tries to explain to Pony that "things are rough all over . " What does mean? Do you agree with her? Explain why you chose this individual.

Chapter 3:

In this chapter, Pony Darry argue - tell what happens.

Think of a time when you "acted " before thinking. What Were the results? What might you now do differently?

Chapter 4:

In chapter 4, Johnny kills a Soc –explain this scene. In your opinion, what punishment should Johnny receive from The judicial system? Explain.

Chapter 5:

While hiding at church, Pony boy begins to realize The extent of Johnny' s hero-worship for Dally. Why do you Think Johnny idolizes Dally so much?

Tell about someone you have looked up to in your own life. Is he /she a good role model? Why /why not?. Explain why you respect this person

Chapter 6:

As the church is burning, Ponyboy and Johnny risk their lives by rushing into it in order to save some children.

Would you ever risk your life in order to save a perfect stranger (why/why not)? What about a friend or family member?

Chapter 7:

At the end of chapter 7, Ponyboy and Randy discuss their differences. Explain how Pony is starting to understand that "things are rough all over."

Tell about a time when you became friends with someone very different from you (or someone you had previously judged). What helped you overlook these differences and begin to understand this person?

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Chapter 8:

Why doesn't Ponyboy want to fight in the rumble? Tell about a time when you were "challenged" to a fight, argument, or disagreement with someone else. What did you do? Explain why you acted the way you did.

Chapter 9:

The Socs are the first to run away from the rumble - in effect, declaring the Greasers the "winners." Will anything change between the two groups as a result of this fight? Explain.

What are your personal views on fighting?

Chapter 10:

In chapter 10, the Curtis brothers are worried they may be split up, with Pony and Soda being placed in foster homes. Explain whether they should be allowed to remain together or be split up for their own well-being.

When, exactly, should children be "taken away" from their parents or other family members?

Chapter 11:

Randy comes to visit Ponyboy while he is ill - why? What is you own opinion of Randy? What would you have done if you were Randy?

Chapter 12:

What do you think of Johnny's note to Pony? What effect does it have on Pony?

CHARACTER JOURNAL

The Outsiders

Characters: Ponyboy, Darry, Sodapop, Two-Bit, Johnny, Steve, Dally

Choice of character:_____

Directions: As we read The Outsiders, you will write in this character journal as the character you chose. Each time you write, record the chapter you have just read. If you need ideas to write about, consider the following:

What is my character experiencing at this point in the novel?
How is my character reacting to what is happening?
How is my character feeling about what is going on?
What is on my character's mind?
Why is my character acting this way?

Entry #1

Chapter _____

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Entry # _____

Chapter _____

Entry # _____

Chapter _____

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Entry # _____

Chapter _____

Entry # _____

Chapter _____

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Word du jour: The Outsiders

1. **admiringly** - adverb; to regard with appreciation and delight

   Johnny looked at Dally admiringly.

2. **vaguely** - adverb; not definitely or clearly expressed

   Ponyboy vaguely remembered getting into the car.

3. **resignedly** - adverb; submissively tending to yield oneself to some power or authority

   Dally resignedly got into the police car after being charged with the crime.

4. **ruefully** - adverb; sadly; showing sorrow or regret

   The teacher rueflly cried when he realized the children might be in danger.

5. **aimlessly** - adverb; without purpose or direction

   The children wandered aimlessly into the church.

6. **contemptuously** - adverb; scornfully; to treat or consider as low, bad, or vile

   He contemptuously remarked about the way he was treated in school.

7. **impatiently** - adverb; showing lack of patience

   The students were impatiently waiting for the bell to ring.

8. **indignantly** - adverb; filled with anger aroused by something unfair; cruel, or evil

   He indignantly demanded his money back for the radio which didn't work.

9. **stiffly** - adverb; formally; not natural, easy, or graceful in manner or movement

   The judge stiffly handed down the death sentence.

Word Du Jour: *The Outsiders*

1. **gallant** - adj.; brave; daring; heroic

   Ponyboy remembered the gallant soldiers mentioned in *Gone With the Wind.*

2. **conformity** - noun; behavior or thought similar to others

   Two-Bit fought in rumbles for the sake of conformity.

3. **premonition** - noun; a feeling that something is about to happen, especially bad or harmful

   Ponyboy had a premonition while hidden in the church.

4. **unfathomable** - adj.; that which cannot be fully understood

   Two-Bit never learned anything but still liked school for some unfathomable reason.

5. **incredulous** - adj.; not able to believe something

   She gave him an incredulous look after he insulted her.

6. **contracted** - verb; to draw together (the parts of a thing); make shorter or make smaller

7. **madras** - noun; a cotton fabric usually having a plaid, checked, or striped pattern

   The Socs wore madras shirts.

8. **aloofness** - noun; cool unconcern

   The socs hid behind a wall of aloofness.

9. **unceasingly** - adverb; continuous; without end

   My teeth chattered unceasingly, and I couldn't stop them.

10. **sophisticated** - adj.; having worldly knowledge and experience; not naive

    The Socs were cool and sophisticated.

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Word du jour List
Discrimination Unit

1. **discrimination** - noun; the act of showing prejudice or partiality without a sound reason

   It is against the law to discriminate against people because of their race or religion.

2. **prejudice** - noun; an unfavorable opinion or judgment formed beforehand or without proof or basis of fact

   Don't let your prejudices interfere with your decision.

3. **partiality** - noun; the quality or state of favoring one side, person, or group more than another; bias; prejudice

   A member of a jury must be impartial.

4. **persecution** - noun; to subject to cruel, harmful, or oppressive treatment

   Jews has been persecuted throughout history.

5. **oppress** - verb; to control or govern by the cruel and unjust use of force or authority; tyrannize

   The army oppressed the people.

6. **compassion** - noun; a feeling of pity or sorrow for another's suffering or misfortune combined with a desire to help; sympathy

   Holocaust survivor, Gerda Klein, delivers speeches about her trials with compassion and stength.

7. **the Holocaust** - noun; the systematic persecution and murder of millions of Jews by the Nazis during World War II.

8. **humanity** - noun; the quality of being humane: showing sympathy and compassion for other human beings and animals

   The cruel dictator had no humanity.

9. **racism** - noun; hatred or intolerance of another race or other races

   Racism often leads to acts of prejudice.

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(WORKSHEET 3)

SIGNIFICANT QUOTATIONS FROM THE OUTSIDERS

DIRECTIONS: With your partner, discuss each of the following quotations taken from the book. Why are they important? What do they tell us, the readers? Page numbers are given so feel free torefer back to your book.

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5. page 155 - "Suddenly it wasn't only a personal thing to me."

Magazine/Newspaper Article

Cut and paste on this page either a magazine or newspaper article which demonstrates some form of discrimination On the back, explain this form of discrimination in the article and any actions, consequences, reactions, etc...

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Title: _____

Artist: _____

Song Lyrics/Poem

Either write the lyrics to a song dealing with discrimination or write a poem of your own with discrimination as the theme (don't forget the mention the name of the song):

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Moral/Ethical/Spiritual
Reasoning and Dilemmas

Choose one of the following dilemmas to answer in a well-planned, well-written response:

Dilemma #1: You are the star defensive football player on a team playing for the championship. If you win, you could receive a college scholarship. Your coach has just told you to go in and "take out" (injure) the opposing quarterback. Do you do it?

Dilemma #2: You are a railroad worker in rural Germany in 1942. On a daily basis you help care for the many locked boxcars that sit for the night. It's obvious they are full of people. Occasionally you consider taking some kind of action to help them, but you know you'll be in trouble with your boss. What do you do?

Dilemma #3: As an editor of a German newspaper in early 1941, you receive a letter and photographs that prove that Jews are being killed only twenty miles from your town. What do you do with this information?

Dilemma #4: You are a first-generation immigrant to America and your parents do not read, write, or speak English. Your parents are totally involved with and supportive toward education. Your school open house is coming and you're afraid if they come you may be embarrassed. Do you invite them?

Dilemma #5: You have been in a concentration camp with other family members. You, as a musician, may remain and be in the camp for officers while the rest of your family is scheduled to leave for another camp. Your family has relied on your strength during your ordeal. What do you decide?

Dilemma #6: You and your family have been best friends with a Jewish family for decades. They will soon be taken away if you do not hide them. If your family is caught, you'll all go to jail or worse. What will you do?

Dilemma #7: As an American scientist in 1944 you have the solution for a successful atomic bomb. You dream of its future possible use and abuse. Do you share your knowledge and solution?

Partner Book Interview

Compose five (5) specific questions to ask a classmate about his/her book on discrimination. Record his/her answers, and be prepared to share these with the class.

Question #1:

Classmate's Response:

Question #2:

Classmate's Response:

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Question #3:

Classmate's Response:

Question #4:

Classmate's Response:

Question #5:

Classmate's Response:

Book Choice: Discrimination Theme

Please explain how the theme of discrimination is demonstrated in the book you read:

Title: _____
Author:

Written response:

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Book Log
Discrimination Unit

I. Please write the title/author of each book you read for this unit and write your reaction to each:

A. Title: _____
Author:

Reaction:

B. Title: _____
Author:

Reaction:

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C. Title: _____
Author:

Reaction:

D. Title: _____
Author:

Reaction:

The Outsiders
Project Evaluation

Student's Name:_____
Project Idea: _____

1. In several complete sentences, explain your choice of project idea, why you chose it, what you did to complete it, and anything unique about it:

2. Have a classmate evaluate your project. He/She must write several sentences commenting on the project, then assigning an evaluative grade:

   Comments:

   Grade:

3. What grade would you assign your own project based on the work you completed? Explain your reasoning for this grade.

   Grade:

   Explanation:

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How can I combat discrimination?

Name:

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Letter and Group work Rubric

Camp Chart and Guidelines					

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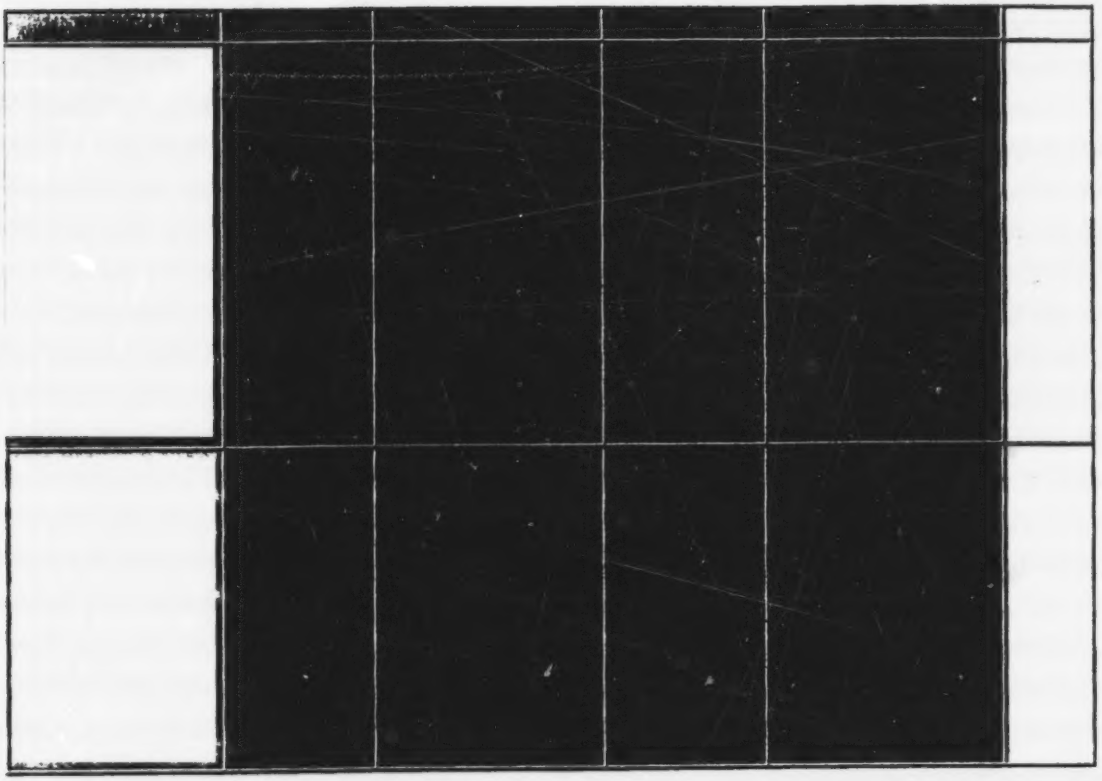

Flow Chart and the Letter	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	
Steps in the Flow Chart					
Organization of Material					

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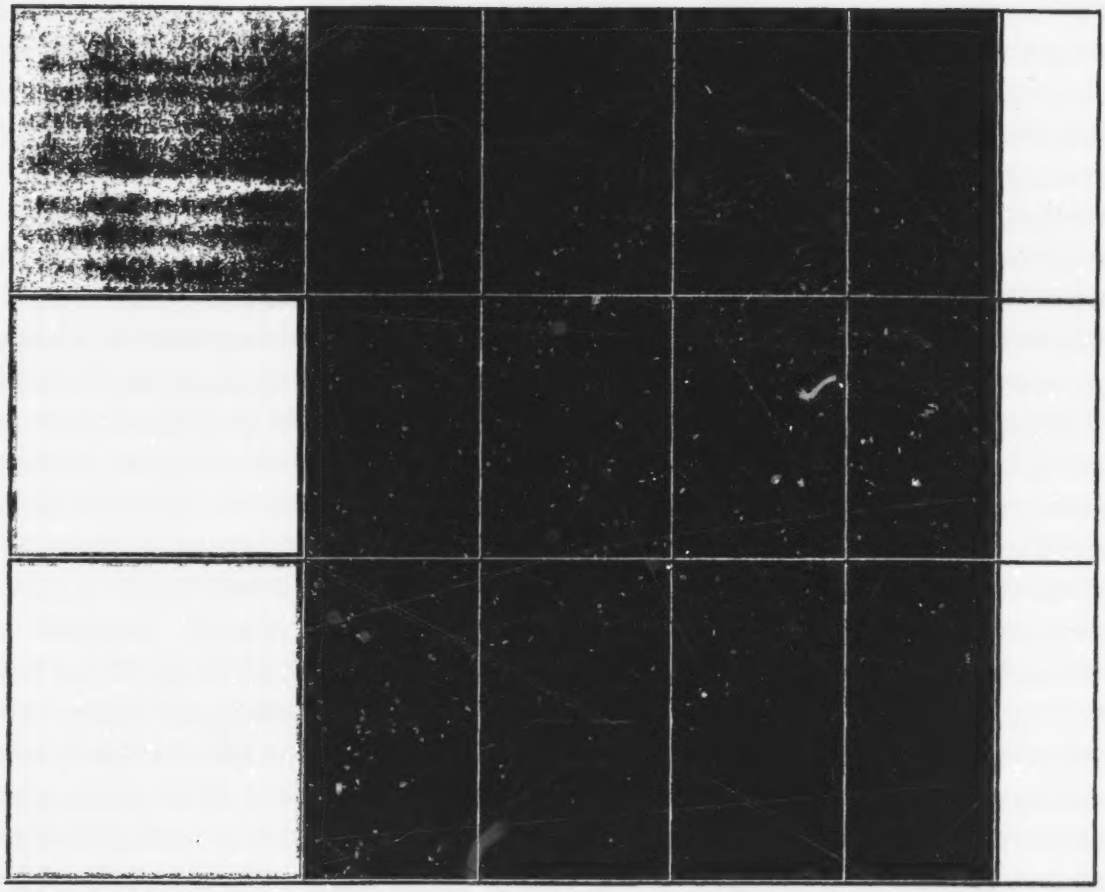

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Discrimination Unit
Evaluation

Student's Name: _____
Novel: _____
Author: _____

Requirements:	**Low**	**Middle**	**High**
1. Book Log / Reactions			
a. content	1	2	3
b. grammatical elements	1	2	3
2. Magazine / Newspaper article			
a. selection	1	2	3
b. explanation	1	2	3
3. Song Lyrics / Poem	1	2	3
4. Partner Book Interview	1	2	3
5. Reasoning / Dilemma Question			
a. content	1	2	3
b. grammatical elements	1	2	3
6. Discrimination Theme / Book Choice			
a. content	1	2	3
b. grammatical elements	1	2	3

Total Points _____ **Grade:** _____

Comments:

Overall Discrimination Unit Evaluation

Items:	Points:	Percentage:	Student Points:
Journals	100	10%	
Participation	100	10%	
Homework	100	10%	
Quizzes	100	10%	
Vocabulary	100	10%	
Unit Tests	200	20%	
Projects	300	30%	

Possible total points 1000

Student total **/1000**

Grading:

900-1000	A
800-899	B
700-799	C
600-699	D
0-599	F

Integration with other Content

Integration with other content will be possible within the language arts classroom or with the assistance of other teacher disciplines. The integration of content into other classrooms will be determinate on the cooperation and attitudes of other teachers. Some classroom activities may be more adaptable to other classrooms depending on the subject matter. The best integration will result from teacher to teacher communication and cooperation.

Social Studies:

+Students can research the statistics of gang violence during the time period The Outsiders takes place.

+Teachers can draw a map of the major areas in the novel and label major places such as movie theatres, hangouts, etc.

+Teachers can assign a paper/project that jointly addresses issues in both the Social Studies and Language Arts classroom.

Science:

+Students can study the effects of cold and warm weather to human health.

+Students can research fire. Research how flame color indicates fire warmth, etc...

+Teachers can assign a paper/project that jointly addresses issues in both the Science and Language Arts classroom.

Math:

+Students can do a survey on gang membership and calculate percentages, statistics, and other math elements.

+Students can look at crime records in the past and currently. The students can then calculate the differences and state them in percentages.

+Teachers can assign a paper/project that jointly addresses issues in both the Math and Language Arts classroom.

Modifications for Inclusion

Modifications will be made depending on the student disability. There is a large span of adaptations that can be made and variances fluctuate student to student. The teacher can help students with disabilities by staying updated on latest technology advancements, communicating with special education teachers, and staying informed on current articles dealing with special education matters.

Quizzes, tests, and other work assigned may be adapted to help the student to succeed. The student will also be able to take tests, quizzes, etc with the aid of the special education teacher if necessary. Extra time on deadlines, evaluation, tests, and quizzes will also be allotted if necessary. Other issues will be addressed when they occur. Overall, all endeavors will be pursued to make the student's education fair and meaningful.

Depending on the student's disability other ends may need to be sought. Several different forms of resources may need to be used. Resources such as... audio tapes, lecture notes, class notes, special learning devices, different textbook materials, student/teacher tutoring, fellow student partnerships, front/back seating arrangement, awareness of health factors, medications/insulin's, and any other resource that will help the student to adapt to the classroom.

The amount of modification will vary student to student. The needs a student requires should be established as soon as possible to ensure the student is able to excel and feel comfortable within the classroom. Overall, inclusion helps students to realize the importance of diversity and show empathy rather than deride their fellow students.

Discrimination Thematic Unit Bibliography

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